Content/Academic Vocabulary Glue-In

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| **Word** | **Definition** | **Examples** | |
| model | a mathematical representation for real world or mathematical objects, properties, actions, or relationships | Paul picked 38 strawberries. He plans to sell them in baskets of 12 at the market. How many baskets will he need? How many strawberries will he have left over to eat for a snack?  38 ÷ 12 = 3  with a remainder of 2  Both the picture and the equation are examples of mathematical models for the given situation. | |
| commutative property | property states that numbers can be added or multiplied in any order | 2 + 3 = 3 + 2  4 x 7 = 7 x 4 |  |
| dividend | an amount being divided | 12 ÷ 3 = 4; 12 is the dividend |  |
| divisor | a number that divides into the dividend (also know as factor) | 12 ÷ 3 = 4; 3 is the divisor |  |
| equation | a number sentence stating that the expressions on either side of the equal sign are in fact equal | All of the following are examples of equations:  4 x 8 = 30 + 2 9n = 81  50 ÷ 5 = 10 2 + 2 = 8 – 4 |  |
| inverse | an operation that reverses the effect of another operation | Addition & Subtraction  7 + 3 = 10  10 – 3 = 7  Multiplication & Division  6 x 2 = 12  12 ÷ 2 = 6 |  |
| partitioning | separating into equal parts | 12 can be partitioned into 3 equal groups of 4 |  |
| quotient | the answer to a division problem | 12 ÷ 3 = 4; 4 is the quotient |  |
| remainder | an amount left over after dividing a number | 22 ÷ 3 = 7 with a remainder of 1 |  |

Scoring Rubric for Summative Assessments

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|  | **1**  **Unsatisfactory: Little Accomplishment** | **2**  **Marginal: Partial Accomplishment** | **3**  **Proficient: Substantial Accomplishment** | **4**  **Excellent: Full Accomplishment** | **Score** |
| **Examples of content/Academic Vocabulary** | The task is attempted and some mathematical effort is made. There may be fragments of accomplishment but little or no success. | Part of the task is accomplished, but there is lack of evidence of understanding or evidence of not understanding. Direct input or further teaching is required. | Could work to full accomplishment with minimal feedback. Errors are minor, so teacher is confident that understanding is adequate to accomplish the objective. | Strategy and execution meet the content, processes, and qualitative demands of the task. Communication is judged by effectiveness, not length. May have minor errors. |  |
| **Model: drawing** | The task is attempted and some mathematical effort is made. There may be fragments of accomplishment but little or no success. | Part of the task is accomplished, but there is lack of evidence of understanding or evidence of not understanding. Direct input or further teaching is required. | Could work to full accomplishment with minimal feedback. Errors are minor, so teacher is confident that understanding is adequate to accomplish the objective. | Strategy and execution meet the content, processes, and qualitative demands of the task. Communication is judged by effectiveness, not length. May have minor errors. |  |
| **Model: equations** | The task is attempted and some mathematical effort is made. There may be fragments of accomplishment but little or no success. | Part of the task is accomplished, but there is lack of evidence of understanding or evidence of not understanding. Direct input or further teaching is required. | Could work to full accomplishment with minimal feedback. Errors are minor, so teacher is confident that understanding is adequate to accomplish the objective. | Strategy and execution meet the content, processes, and qualitative demands of the task. Communication is judged by effectiveness, not length. May have minor errors. |  |
| **Story Problem: representing an equation demonstrating the measurement concept of division** | The task is attempted and some mathematical effort is made. There may be fragments of accomplishment but little or no success. | Part of the task is accomplished, but there is lack of evidence of understanding or evidence of not understanding. Direct input or further teaching is required. | Could work to full accomplishment with minimal feedback. Errors are minor, so teacher is confident that understanding is adequate to accomplish the objective. | Strategy and execution meet the content, processes, and qualitative demands of the task. Communication is judged by effectiveness, not length. May have minor errors. |  |

Anecdotal Recording Sheet

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| **Level of Understanding** | **Name of Student**  **(Post sticky notes in boxes. Move and revise without having to erase form.)** |
| **Above and Beyond**  Clear understanding.  Communicates concept in multiple representations.  Shows evidence of using idea without prompting.  Specific descriptors:   1. Student has modeled through precise use of drawings/objects. 2. Student has modeled through multiple accurate equations. 3. Student has written/drawn a story that accurately depicts the given situation. |  |
| **On Target**  Understands or is developing well.  Uses designated models.  Specific descriptors:   1. Student has modeled through use of drawings/objects with few errors. 2. Student has modeled through multiple equations with few errors. 3. Student has written/drawn a story that depicts the given situation with few errors. |  |
| **Not There Yet**  Some confusion or misunderstands.  Only models idea with help.  Specific descriptors:   1. Student has modeled through use of drawings/objects with significant errors. 2. Student has modeled through equations with errors. 3. Student has written/drawn a story for the given situation with errors. |  |